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b) The preventable causes within the schools and factors intimately connected with school life to which may be attributed eye strain and the general determination of visual capacity, as established by the investigations of different authorities.

c) Efforts made to correct conditions inimical to eyesight in the schools and prophylactic measures adopted.

d) Clinical facilities for the correction of refractive errors and available sources for supplying needy children with eye glasses.

e) Necessary improvements in facilities and methods in these various fields [p. 1].

The content of the report, as just outlined, should be of interest to school workers in general. Chapters dealing with classroom lighting, the detection of defects and the correctional procedure which should follow, discuss the problem in a lucid and non-technical manner. The last chapter, entitled "Needed Standardization for Schools," discusses briefly a problem which is of direct concern to every school superintendent. In the appendix there is given a series of specimens of type appropriate for children of different school age. Considerable eye strain could be avoided if school officers would be guided by these models in the selection of books for young children. Directions and forms for rough preliminary testing of the eyes at school are also given.

The bulletin presents an important problem in a clear and accurate manner. If it receives the wide reading it deserves, the conditions responsible for defective eyesight should be greatly improved.

College entrance and graduation requirements.—The development in educational thought and practice is reflected in the entrance and graduation requirements of our higher institutions of learning. The significance of recent changes in the requirements for the bachelor's degree has stimulated the preparation of a special study of the problem by Dr. W. C. John of the Bureau of Education.¹ The results of this study are of interest not only to college and university teachers, but also to high-school principals and superintendents who are concerned with the relationship between secondary and higher schools.

The bulletin is based upon a study of fifty-one state and fifty endowed universities and colleges. The data, secured from the catalogues of these schools, are compiled and summarized to show the requirements for each school for all the types of bachelor's degrees offered. The same data for each school is presented in the appendix in graphic form. It enables the reader to secure at a glance information as to the number of hours of any subject which are required for entrance and graduation. The summary tables and comparisons are valuable in that they show the trends for different classes of institutions. The meaning of the various degrees is made more significant

¹ W. C. JOHN, "Requirements for the Bachelor's Degree." *Bureau of Education Bulletin No. 7, 1920*. Washington Department of the Interior. Pp. v+313.

in the light of the work required to attain them. The extreme differences in the prescribed requirements for a given degree show in a striking manner the variety of standards existing in American colleges and universities. The report also emphasizes the problem of nomenclature of degrees. This is illustrated by the fact that the four-year curricula in the fifty-six schools or colleges of education lead to at least six different degrees, all signifying a similar course of study. The bulletin is worth careful study by all school administrators.

An elementary textbook in American history.—The companion volume to *The History of the American People*, by Bagley and Beard, has appeared as the first book¹ of a series of texts in the field of elementary American history. The volume is complete in itself although it is the first of a series, and it embodies much material not found in the traditional texts in this field.

Histories for the intermediate grades have usually followed the plan either of condensing a more advanced book into briefer form or of casting the history in the form of a series of biographies. This book, written for children at or about the fifth-grade level, exemplifies a wholesome tendency in another direction. Three devices were used in writing the text. First, the authors attached a simple unifying problem or project to the characters and events of each chapter. The projects collectively form an outline of the chief features of American history. The second device used by the authors was to employ the biographical method freely without permitting it to restrict the narrative to a chronicle of the lives of men alone, or to obscure the larger movements of American history. In the third place, the authors give a connected account of the rise and growth of the American people by using sufficient narrative to accomplish the desired result.

In the matter of organization, nearly one-third of the book is devoted to the past half-century, while one finds all of the chapters to be of co-ordinate rank. Under pedagogical aids are included exercises and problems for further study and reference. Constant reference is made to the bold outline of American history which, when coupled with a simple discussion, emphasizing a few large topics encourages positive and systematic classroom procedure.

New civics text.—The obvious trend of educational adjustments of recent years has been toward making the school contribute to the preparation of the child for adequately functioning in social activities. With the increase in numbers and the highly complex kind of social life resulting therefrom, it has become more and more evident that no educational process would be complete which did not succeed in developing abilities to understand and participate in all of those multifarious activities whose effective discharge

¹ CHARLES A. BEARD and WILLIAM C. BAGLEY, *A First Book in American History*. New York: Macmillan Co., 1920. Pp. xiv+460.